



House of Representatives

General Assembly

File No. 106

January Session, 2011

Substitute House Bill No. 6434

House of Representatives, March 21, 2011

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING NONPUBLIC SCHOOL TEACHING EXPERIENCE AND PROFESSIONAL CERTIFICATION.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subdivision (1) of subsection (h) of section 10-145b of the
2 general statutes is repealed and the following is substituted in lieu
3 thereof (*Effective July 1, 2011*):

4 (h) (1) Unless otherwise provided in regulations adopted under
5 section 10-145d, in not less than three years or more than eight years
6 after the issuance of a provisional educator certificate pursuant to
7 subsection (e) of this section and upon the statement of the
8 superintendent, or the superintendent's designee, in whose school
9 district such certificate holder was employed, or the supervisory agent
10 of a nonpublic school approved by the State Board of Education, in
11 whose school such certificate holder was employed, that the
12 provisional educator certificate holder and such superintendent, or
13 such superintendent's designee, or supervisory agent have mutually

14 determined or approved an individual program pursuant to
15 subdivision (2) of subsection (g) of this section and upon the statement
16 of such superintendent, or such superintendent's designee, or
17 supervisory agent that such certificate holder has a record of
18 competency in the discharge of such certificate holder's duties during
19 such provisional period, the state board upon receipt of a proper
20 application shall issue such certificate holder a professional educator
21 certificate. A signed recommendation from the superintendent of
22 schools, or the superintendent's designee, for the local or regional
23 board of education or from the supervisory agent of a nonpublic
24 school approved by the State Board of Education shall be evidence of
25 competency. Such recommendation shall state that the person who
26 holds or has held a provisional educator certificate has successfully
27 completed at least three school years of satisfactory teaching for one or
28 more local or regional boards of education or such nonpublic schools.
29 Each applicant for a certificate pursuant to this subsection shall
30 provide to the Department of Education, in such manner and form as
31 prescribed by the commissioner, evidence that the applicant has
32 successfully completed coursework pursuant to subsection (g) of this
33 section, as appropriate. [Notwithstanding the provisions of this
34 subsection, on and after July 1, 2012, experience teaching in a
35 nonpublic school shall not be accepted for purposes of issuing a
36 professional educator certificate, but may be accepted to renew the
37 provisional educator certificate.]

38 Sec. 2. Section 10-145a of the general statutes is repealed and the
39 following is substituted in lieu thereof (*Effective July 1, 2011*):

40 (a) The State Board of Education may, in accordance with section 10-
41 19 and such regulations and qualifications as it prescribes, issue
42 certificates of qualification to teach, to administer, to supervise or to
43 serve in other positions requiring certification pursuant to regulations
44 adopted by the State Board of Education in any public school in the
45 state and may revoke the same. Any such regulations shall provide
46 that the qualifications to maintain any administrator, supervisor or
47 special service certificate shall incorporate the continuing education

48 provisions of subsection (i) of section 10-145b. The certificates of
49 qualification issued under this section shall be accepted by boards of
50 education in lieu of any other certificate, provided additional
51 qualifications may be required by a board of education, in which case
52 the state certificate shall be accepted for such subjects as it includes.

53 (b) Any candidate in a program of teacher preparation leading to
54 professional certification shall be encouraged to successfully complete
55 an intergroup relations component of such a program which shall be
56 developed with the participation of both sexes, and persons of various
57 ethnic, cultural and economic backgrounds. Such intergroup relations
58 program shall have the following objectives: (1) The imparting of an
59 appreciation of the contributions to American civilization of the
60 various ethnic, cultural and economic groups composing American
61 society and an understanding of the life styles of such groups; (2) the
62 counteracting of biases, discrimination and prejudices; and (3) the
63 assurance of respect for human diversity and personal rights. The State
64 Board of Education, the Board of Governors of Higher Education, the
65 Commission on Human Rights and Opportunities and the Permanent
66 Commission on the Status of Women shall establish a joint committee
67 composed of members of the four agencies, which shall develop and
68 implement such programs in intergroup relations.

69 (c) Any candidate in a program of teacher preparation leading to
70 professional certification shall be encouraged to complete a (1) health
71 component of such a program, which includes, but need not be limited
72 to, human growth and development, nutrition, first aid, disease
73 prevention and community and consumer health, and (2) mental
74 health component of such a program, which includes, but need not be
75 limited to, youth suicide, child abuse and alcohol and drug abuse.

76 (d) Any candidate in a program of teacher preparation leading to
77 professional certification shall be encouraged to complete a school
78 violence, bullying and suicide prevention and conflict resolution
79 component of such a program.

80 (e) On and after July 1, 1998, any candidate in a program of teacher

81 preparation leading to professional certification shall complete a
82 computer and other information technology skills component of such
83 program, as applied to student learning and classroom instruction,
84 communications and data management.

85 (f) On and after July 1, 2006, any program of teacher preparation
86 leading to professional certification shall include, as part of the
87 curriculum, instruction in literacy skills and processes that reflects
88 current research and best practices in the field of literacy training. Such
89 instruction shall be incorporated into requirements of student major
90 and concentration.

91 (g) On and after July 1, 2006, any program of teacher preparation
92 leading to professional certification shall include, as part of the
93 curriculum, instruction in the concepts of second language learning
94 and second language acquisition and processes that reflects current
95 research and best practices in the field of second language learning and
96 second language acquisition. Such instruction shall be incorporated
97 into requirements of student major and concentration.

98 (h) On and after July 1, 2011, any program of teacher preparation
99 leading to professional certification may permit teaching experience in
100 a nonpublic school, approved by the State Board of Education, and
101 offered through a public or private institution of higher education to
102 count towards the preparation and eligibility requirements for an
103 initial educator certificate, provided such teaching experience is
104 completed as part of a cooperating teacher program, in accordance
105 with the provisions of subsection (d) of section 10-220a, as amended by
106 this act.

107 [(h)] (i) On and after July 1, 2012, any candidate entering a program
108 of teacher preparation leading to professional certification shall be
109 required to complete training in competency areas contained in the
110 professional teaching standards established by the State Board of
111 Education, including, but not limited to, development and
112 characteristics of learners, evidence-based and standards-based
113 instruction, evidence-based classroom and behavior management, and

114 assessment and professional behaviors and responsibilities.

115 Sec. 3. Subsection (d) of section 10-220a of the general statutes is
116 repealed and the following is substituted in lieu thereof (*Effective July*
117 *1, 2011*):

118 (d) The Department of Education may fund, within available
119 appropriations, in cooperation with one or more regional educational
120 service centers: (1) A cooperating teacher program to train Connecticut
121 public school teachers, [and] certified teachers at private special
122 education facilities approved by the Commissioner of Education,
123 certified teachers at nonpublic schools approved by the commissioner
124 and certified teachers at other facilities designated by the
125 commissioner, who participate in the supervision, training and
126 evaluation of student teachers, provided such certified teachers at
127 nonpublic schools pay for the cost of participation in such cooperating
128 teacher program; and (2) institutes to provide continuing education for
129 Connecticut public school educators and cooperating teachers,
130 including institutes to provide continuing education for Connecticut
131 public school educators offered in cooperation with the Connecticut
132 Humanities Council. Funds available under this subsection shall be
133 paid directly to school districts for the provision of substitute teachers
134 when cooperating teachers are released from regular classroom
135 responsibilities and for the provision of professional development
136 activities for cooperating and student teachers, except that such funds
137 shall not be paid to nonpublic schools for such professional
138 development activities. The cooperating teacher program shall operate
139 in accordance with regulations adopted by the State Board of
140 Education in accordance with chapter 54, except in cases of placement
141 in other countries pursuant to written cooperative agreements between
142 Connecticut institutions of higher education and institutions of higher
143 education in other countries. A Connecticut institution may enter such
144 an agreement only if the State Board of Education and Board of
145 Governors of Higher Education have jointly approved the institution's
146 teacher preparation program to enter into such agreements. Student
147 teachers shall be placed with trained cooperating teachers.

148 Cooperating teachers who are Connecticut public school teachers shall
149 be selected by local and regional boards of education. Cooperating
150 teachers at such private special education facilities, nonpublic schools
151 and other designated facilities shall be selected by the authority
152 responsible for the operation of such facilities. If a board of education
153 is unable to identify a sufficient number of individuals to serve in such
154 positions, the commissioner may select qualified persons who are not
155 employed by the board of education to serve in such positions. Such
156 regulations shall require primary consideration of teachers' classroom
157 experience and recognized success as educators. The provisions of
158 sections 10-153a to 10-153n, inclusive, shall not be applicable to the
159 selection, placement and compensation of persons participating in the
160 cooperating teacher program pursuant to the provisions of this section
161 and to the hours and duties of such persons. The State Board of
162 Education shall protect and save harmless, in accordance with the
163 provisions of section 10-235, any cooperating teacher while serving in
164 such capacity.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2011</i>	10-145b(h)(1)
Sec. 2	<i>July 1, 2011</i>	10-145a
Sec. 3	<i>July 1, 2011</i>	10-220a(d)

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note***State Impact:*** None***Municipal Impact:*** None***Explanation***

The bill, which allows teachers to use or continue to use private school teaching and student teaching experience to obtain Connecticut certificates and allows certified teachers working at private schools to be cooperating teachers, is not anticipated to result in a fiscal impact.

The Out Years***State Impact:*** None***Municipal Impact:*** None

OLR Bill Analysis**HB 6434*****AN ACT CONCERNING NONPUBLIC SCHOOL TEACHING EXPERIENCE AND PROFESSIONAL CERTIFICATION.*****SUMMARY:**

Connecticut's three levels of educator certification (initial, provisional, and professional) require, among other things, certain amounts of successful teaching experience. In addition, candidates for initial certificates must complete a program of student teaching under the supervision of an experienced, certified classroom teacher called a "cooperating teacher."

This bill allows teachers to use or continue to use private school teaching and student teaching experience to obtain Connecticut certificates and allows certified teachers working at private schools to be cooperating teachers. It:

1. eliminates a provision that, starting July 1, 2012, allows only public school teaching experience to count toward requirements for a professional certificate;
2. allows student teaching at a private school to count towards the requirements for an initial certificate, if the private school is approved by the State Board of Education (SBE) and the student teaching is part of the state's cooperating teacher program;
3. allows certified teachers working at private schools to serve as cooperating teachers, provided they pay the cost of their participation and private schools receive no state funds for cooperating teacher professional development; and
4. allows a private school's operating authority to select

cooperating teachers from among the certified teachers it employs in the same manner as boards of education select public school cooperating teachers.

EFFECTIVE DATE: July 1, 2011

§ 1 — PRIVATE SCHOOL TEACHING EXPERIENCE FOR A PROFESSIONAL CERTIFICATE

A provisional certificate holder must have from three to eight years of successful teaching experience to obtain a professional certificate. Under current law, starting July 1, 2012, only public school teaching experience may be used to qualify for a professional certificate, although provisional certificate holders may use private school teaching experience to renew a provisional certificate. The bill eliminates these provisions and allows private school experience to count for purposes of obtaining professional certificates.

§ 2 — STUDENT TEACHING IN PRIVATE SCHOOLS

The bill allows student teaching in private schools to count towards the preparation and eligibility requirements for initial teaching certificates. To qualify, the student teaching must be (1) at a private school approved by SBE, (2) offered through a teacher preparation program at a higher education institution, and (3) completed through the state's cooperating teacher program.

§§ 3 & 4 — COOPERATING TEACHERS AT PRIVATE SCHOOLS

The State Department of Education's (SDE) cooperating teacher program uses experienced, certified teachers to supervise, train, and evaluate student teachers. SDE provides funds to school districts to (1) hire substitutes when cooperating teachers are released from regular classroom responsibilities to participate in the program and (2) provide professional development for cooperating teachers.

Under current law, cooperating teachers must be certified teachers working in public schools, private special education facilities approved by the education commissioner, and other facilities the commissioner designates. The bill allows certified teachers working in private schools

to participate in the program as long as (1) they pay for their own participation and (2) private schools receive no state funds for cooperating teacher professional development activities.

Under current law, local and regional boards of education designate the cooperating teachers working in public schools and the authorities that operate private special education and other designated facilities choose the cooperating teachers at those facilities. The bill also allows authorities that operate private schools to designate cooperating teachers for those schools. By law, selections must be based primarily on classroom experience and recognized success as a teacher.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 30 Nay 0 (03/02/2011)